

Longley Park Sixth Form

Strategy for Disadvantaged Learners

How are disadvantaged learners being helped?

In 2011 the Government launched the Pupil Premium Grant, a national initiative designed to raise attainment for all disadvantaged learners .

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

As a post-16 provider, Longley Park Sixth form does not receive Pupil Premium funding but additional funding to support disadvantaged students is received in three distinct areas:

Disadvantage Funding Block 1: funding for disadvantaged students based on their home postcode as well as funding for Care Leavers

Disadvantage Funding Block 2: funding based on the number of students who have not achieved a grade 4 in English and/or Maths before joining the Sixth Form

Student Financial Support Funding: funding for financial support which is allocated to students with a household income of less than £16,200, for Bursary and Free Meals. This money goes directly to students who qualify for support.

Areas of Focus

‘Be specific. Focus on the causes, not the symptoms...The key to unlocking educational opportunity is literacy. Pastoral and enrichment approaches matter, but literacy, rooted in oral language must be at the heart of every strategy.’

Marc Rowland, Deputy Director of the National Education Trust

Brigantia Learning Trust’s strategy aims to reduce all aspects of inequality. Our approach is rooted in tackling the literacy gap in the classroom and other significant causes of disadvantage.

We work hard to address:

- **Fluency in reading and/or limited vocabulary** – We will help all learners access the wider school curriculum through reading.
- **Oral communication skills** – We will ensure learners can demonstrate their understanding, express their feelings and ask questions.
- **Self-esteem and confidence** – Learners must feel successful in their learning and aware of their value to the school.
- **Community engagement** – We will ensure that all academies within the Trust become centres of excellence at the heart of their local communities.
- **Labelling and bias** – All staff must receive high quality training to enable them to be objective in the pursuit of high expectations for all learners regardless of background.

Longley Park Sixth Form fully subscribes to the Brigantia Learning Trust priorities. Although the funding streams and mechanisms are different for post-16 provision, the Sixth Form follows the tiered approach endorsed by the Trust.

How Disadvantage funding is used – a tiered approach

1. Teaching (49.75% of total funding allocated to tier 1 and/or tier 2)

- Extensive Skills for Life provision from Entry to GCSE; All students enrolled to suitable qualification(s)
Employability opportunities embedded within all courses
- Provision of learning pathways from Level 1 through to Level 3
- Voice Brigantia – Oracy approach
- Thrive approach to support Wellbeing and mental health for pupils and staff
- Trauma Informed Academy approach to teaching and learning
- CPD modules for all teaching staff based on evidential research and quality academic texts
- Regular progress meetings with all specified cohorts to focus on DS progress
- Tailored mentoring and coaching for all trainee and Newly Qualified Teachers
- National qualification courses available for all senior and middle leaders
- Continual professional development opportunities for all staff including access to nationally recognised experts.
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2. Targeted Academic Support (49.75% of total funding allocated to tier 1 and/or tier 2)

- Academic Tutorial to monitor progress, identify areas for improvement and target setting to create rapid improvement plans
- Small group teaching in specific year groups
- Saturday and holiday provision
- Bespoke assignment development and revision sessions for specific courses and cohorts
- Targeted teaching support for transition years
- University preparation

3. Wider Strategies (50.25% of total funding allocated to tier 3, including 22% Financial Support)

- Behaviour for Learning policy based on kindness and support
- Wellbeing support, including 1:1 appointments and drop-in
- Bespoke mentoring
- 5* learning approach/ reward systems
- Additionality, including cultural and employability events
- Programme of activities relating to Higher Education
- Subsidised educational visits and visitors
- Counselling support
- Targetted support for students living independently/care leavers
- Bursary and Free Meals
- Travel support
- Subsidy of contributions (e.g. DBS, exam resits)
- Remote and home learning approaches
- UCAS support and guidance
- Careers advice and guidance, including full implementation of Gatsby

How much Disadvantage funding does Longley Park Sixth Form receive?

	Instances/multiplier	Total	
Disadvantage Funding Block 1			
Economic Deprivation	Funding Factor: x 1.158	£720,530	
Care Leavers	6 students	£2,880	
Disadvantage Funding Block 2			
Condition of Funding	979.5	£467,557	
Total Block 1 and Block 2			£1,190,967
Student Financial Support Funding			
Discretionary Bursary Fund		£191,596	
Free Meals	386	£144,881	
Total Student Financial Support Funding			£336,457
Grand total			£1,527,444

The Sixth Form has an extremely high proportion of students from disadvantaged backgrounds, with 89.2% of students attracting disadvantage uplift. Longley Park students come from the most deprived wards in the country: in 2019-20 87.0% of the cohort come from the top 2 bands of multiple deprivation, compared to 24.9% nationally. This means that disadvantage funding is widely distributed across the Sixth Form, providing the institutional capacity to provide comprehensive support for young people.

Expectations of all learners - desired impact over time

By the end of Sixth Form study:

Expectation	How we ensure this happens
Students without GCSE 4+ in English and Maths have achieved/made significant progress towards these qualifications	Extensive Skills for Life provision from Entry to GCSE All students enrolled to suitable qualification
Students, including the most vulnerable, are retained and achieve their main qualification	Comprehensive wellbeing support, academic support and progress monitoring; Retention, Pass and Achievement data
Students develop the skills and confidence they need to progress to the next level of study or employment	Academic Tutorial programme and employability opportunities embedded within all courses; destinations data
Students widen their experience of the world of work and careers; they expand their horizons and their ambitions	Gatsby benchmarks fully implemented; additionality including University and Careers events/talks/visits;
Students progress to positive destinations (further study at a higher level, apprenticeships, employment, Higher Education)	Supported UCAS applications; 1:1 advice for all students; Destinations data

Outcomes Post-16

LPSF	All Qualifications					Main Programmes					Skills for Life				
	2018	2019	2020			2018	2019	2020			2018	2019	2020		
			DS	NDS	All			DS	NDS	All			DS	NDS	All
Enrolments	1455	1719	904	938	1842	1030	1089	531	589	1120	425	630	373	349	704
Completed	1303	1459	786	853	1639	918	949	482	541	1023	384	513	304	312	577
Retention	89.6%	84.9%	86.9%	90.9%	89.0%	89%	86%	90.7%	91.8%	91.3%	90.3%	81.4%	81.5%	89.3%	81.9%
Achieved	1224	1381	712	799	1511	877	901	467	531	998	347	480	245	268	473
Pass	93.9%	94.7%	90.6%	93.6%	92.2%	93%	94%	96.8%	98.1%	97.5%	90.3%	93.5%	80.5%	85.8%	81.9%
Achievement	84.1%	80.3%	78.8%	85.0%	82.0%	84%	81%	87.9%	90.1%	89.1%	81.6%	76.1%	65.6%	76.7%	67.7%